

DAY 2 - 5 July 2023

08:30 - 10:00							
Registration: Refreshments available							
Opening plenary							
Room: Westminster Theatre							
Welcome address:							
Keynote:							
Transition period							
Parallel session 1							
Room: CBA0.007 D2.1.1 - Workshop	Room: CBA0.013 D2.1.2 - Workshop	Room: CBA1.078 D2.1.3 - Workshop	Room: CBA1.098 D2.1.4 - Workshop	Room: CBA1.100 D2.1.5 - Workshop	Room: CBA0.060 D2.1.6a - Oral presentation	Room: CBA1.076 D2.1.7a - Roundtable	
<b>Embedding inclusion and accessibility into academic integrity teaching and practice</b>  Dr Mary Davis, Oxford Brookes University, Dr Jamie Cawthra, Bloomsbury Institute London, Stephen Bunbury, and Dr Claire Robertson, University of Westminster	<b>Our community: Building and belonging, co-creating a socially just curriculum</b>  Syra Shakir and Dr Asiya Siddiquee, Leeds Trinity University	<b>Incorporating creative writing pedagogical approaches in STEM teaching and assessment design</b>  Dr Christina Sietou, University of Nottingham	<b>Rethinking educational marginality: A literary studies approach</b>  Dr Joan Roache, University of Manchester	<b>Effective use of scientific language in a post-pandemic world</b>  Lindsey Brown and Dr Joanne Pennock, University of Manchester	<b>Unpicking the rubric: Tutor and student experiences of marking grids for assessment on a final year interdisciplinary module</b>  Dr Harriet Kopska and Dr Jenny Duckworth, The Open University	<b>Authenticity, inclusivity and the role of self in creating safe and inclusive environments</b>  Stephen Doyle, University of Manchester	
					<b>D2.1.6b - Oral presentation</b>  <b>Authentic assessment task as a substitution for final exams</b>  Dr Hajar Roudaki, University of Wollongong	<b>D2.1.7b - Roundtable</b>  <b>Inclusive group formation to enhance collaborative learning: Heterogeneous versus homogeneous grouping</b>  Dr Stephanie Hsin-Ju Tsai and Dr Barbara Waters, University of Manchester	
					<b>D2.1.6c - Oral presentation</b>  <b>Shaping the future of Thai teaching and learning norm: Challenging the traditional learning</b>  Associate Professor Cholvit Jearajit, Srinakharinwirot University	<b>D2.1.7c - Roundtable</b>  <b>Breaking Boundaries: Belonging and the student journey</b>  Dr Jennie Ferrell and Dr Nancy Zook, University of the West of England	
11:50 - 12:05							
Refreshments							
Parallel session 2							
Room: CBA0.007 D2.2.1 - Workshop	Room: CBA0.013 D2.2.2 - Workshop	Room: CBA1.078 D2.2.3 - Workshop	Room: CBA1.098 D2.2.4 - Workshop	Room: CBA1.100 D2.2.5 - Workshop	Room: CBA0.060 D2.2.6a - Oral presentation	Room: CBA1.076 D2.2.7a - Oral presentation	
<b>Developing and implementing a teaching and learning plan at the Open University (OU): A faculty-led approach</b>  Dr Vic Nicholas, Professor Joan Simons, Dr Kristen Reid, Dr Helen Kaye, Sarah Drea, Cin McGuigan and Diane Butler, The Open University	<b>Making inclusivity meaningful: Acting on student views to create an inclusive university experience</b>  Dr Eamonn McKeown, Dr Grace Lucas and Dr Irene Clori, School of Health & Psychological Sciences City, University of London	<b>Teaching and Learning's Room 101</b>  Dr Kathryn Jones, Dr Martin Chorley, Dr James Osborne, Dr Wendy Ivins and Dr Cathering Teehan, Cardiff University	<b>Guidelines to create more inclusion in online and hybrid education</b>  Dr Mijke Hartendorp, Saxon University of Applied Sciences	<b>Supporting the Identity Development of Underrepresented Students (SIDUS) Project: Fostering a diverse and inclusive academic community</b>  Dr Tiffany Chiu and Katarzyna Zukowska, Imperial College London	<b>Challenging and transforming mindsets through curriculum review: Lessons learned from SRUC's SEEDABLE curriculum project (embedding Sustainability, Enterprise, Equality and Diversity through Active and Blended Learning)</b>  Dr Pauline Hanesworth, Dr Carol Langston and Cagri Yildirim, Sotland's Rural College	<b>Belongingness: A preliminary study into Black undergraduate attainment gaps at non-diverse UK universities</b>  Miemie Neethling-Taylor, Croydon University Centre	
					<b>D2.2.6a - Oral presentation</b>  <b>How do you design a new institution from a blank piece of paper upwards?</b>  Dr Ruth Massie and Dr Nikki Williams, Cranfield University	<b>D2.2.7a - Oral presentation</b>  <b>Lessons in learning: addressing the black and white student attainment gap</b>  Dr Rachel Welton, Dr Tolu Fadipe and Dr Angela Vickerstaff, Nottingham Trent University	
					<b>D2.2.6a - Oral presentation</b>  <b>Challenging futures: Strategies towards transformational curricula in Scottish HEIs</b>  Dr David Overend, University of Edinburgh and Dr Ashley Lewis-Cole, University of Glasgow	<b>D2.2.7a - Oral presentation</b>  <b>Beyond the 'usual suspects': Exploring the adoption of 'good practice' recommendations for closing BAME/GEM attainment and continuation gaps in UK HE</b>  Dr Aura Lehtonen, University of Greenwich and Dr Siobhan Dytham, University of Northampton	
13:05 - 13:55							
Lunch							
Parallel session 3							
Room: CBA0.007 D2.3.1a - Oral presentation	Room: CBA0.013 D2.3.2a - Oral presentation	Room: CBA1.078 D2.3.3a - Oral presentation	Room: CBA1.098 D2.3.4a - Oral presentation	Room: CBA1.100 D2.3.5a - Oral presentation	Room: CBA0.060 D2.3.6a - Oral presentation	Room: CBA1.076 D2.3.7a - Oral presentation	
<b>Embracing the challenges and adjusting for better outcomes</b>  Dr Raphael Okoye, University of Bedfordshire	<b>Shaping the future through engagement with consultation projects: A case study of student-staff consultation projects</b>  Dr Lilian Schofield and Dr Xue Zhou, Queen Mary University of London	<b>Supporting mature degree apprentices</b>  Dr Joanna Booth and Dr Louise Oldridge, Nottingham Trent University	<b>Reflections from an academic professional apprenticeship: A good route to take?</b>  Luke Brick and Dr Kate Wilkinson, Hartpury University	<b>Co-creating an anti-racist Medical curriculum</b>  Olumide Popoola, Shivani Ganesh and Aida Hassan, Queen Mary University of London	<b>Enhancing our knowledge of students' independent learning techniques via a qualitative approach</b>  Dr Pauline Bremner and Dr Kate Goodhand, Robert Gordon University	<b>Evaluations of Year 2 Biomedical Science student perceptions of the subject of Ethics at Newcastle University Medicine Malaysia (NUMed) and Newcastle University (NCL) UK</b>  Dr Pamela Knight, Newcastle University Medicine Malaysia	
							<b>D2.3.1b - Oral presentation</b>  <b>TBC</b>
14:35 - 14:40							
Transition period							
Poster session							
Exhibition Area							
Please find posters listed in a separate document on the webpage							
15:05 - 15:20							
Refreshments							
Parallel session 4							
Room: CBA0.007 D2.4.1 - Workshop	Room: CBA0.013 D2.4.2 - Workshop	Room: CBA1.078 D2.4.3 - Workshop	Room: CBA1.098 D2.4.4 - Workshop	Room: CBA1.100 D2.4.5 - Workshop	Room: CBA0.060 D2.4.6a - Oral presentation	Room: CBA1.076 D2.4.7a - Oral presentation	
<b>Shaping the future of inclusive teaching: Collaboration, co-production and leadership, our tools for achieving equity in practice placements</b>  Helen Carr, Mary Makinde, Canterbury Christ Church University, Ibrahim Fofanah, NHS Trust, Sarah-Jane Ryan and Dr Channine Clarke, University of Brighton	<b>Widening participation for neurodivergent students through curriculum design and student belonging</b>  Janine Dixon, The University of Manchester	<b>Everyone's talking about Oscar: Using simulation in a primary initial teacher training context to encourage student engagement and professional learning</b>  Deborah Herridge and David Nichol, Northumbria University	<b>Developing inclusive education for neurodivergent learners</b>  Giorgia Pigato, Queen Mary, University of London	<b>Becoming, belonging and community: Supporting transition to higher education</b>  Jennie Blake and Iqra Malik, University of Manchester	<b>How are students challenging the norm of faculty-initiated partnerships?</b>  Alya Prasad, The University of Hong Kong	<b>Creatively exploring the needs of neurodiverse university students</b>  Dr Jo Murphy, Jessica Ritchie and Laura Nevay, University of Leicester	
					<b>D2.4.6b - Oral presentation</b>  <b>Designs on research: The value of a student created and curated object-based exhibition as a learning and teaching experience to support undergraduate dissertation work</b>  Dr Kirsten Hardie, Arts University Bournemouth	<b>D2.4.7b - Oral presentation</b>  <b>Neurodiverse students and problem finding: Creating opportunities to incorporate special interests and harness the power of hyperfocus</b>  Dr Marie Bassford and Ellie Lilliot, De Montfort University	
					<b>D2.4.6c - Oral presentation</b>  <b>Challenging the norm in staff-student co-creation</b>  Peter Metcalfe and Dave Allan, New Model Institute for Technology and Engineering (NMITE)	<b>D2.4.7c - Oral presentation</b>  <b>Autistic voices in geoscience-based higher education: Towards greater inclusion of neurological diversity</b>  Dr Adam Jeffery, Keele University	
16:20 - 16:25							
Transition period							
Panel discussion							
Room: Westminster Theatre							
Inclusive Teaching and Learning							
16:25 - 17:10							
19:00 - 21:00							
Conference dinner and annual debate							